

# Texas Education Agency Standard Application System (SAS)

## 2014–2016 Educator Excellence Innovation Program

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  Place date stamp here:  <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER DISCRETIONARY GRANTS</div> <div style="text-align: center;">2014 JAN 23 PM 12:14</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY</div> </div>
<b>Grant period:</b>	April 1, 2014, to August 31, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, Thursday, January 23, 2014	
<b>Submittal information:</b>	<b>Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</b> <div style="text-align: center;">             Document Control Center, Division of Grants Administration              Texas Education Agency              1701 North Congress Ave              Austin TX 78701-1494           </div>	
<b>Contact information:</b>	Tim Regal: <a href="mailto:Tim.Regal@tea.state.tx.us">Tim.Regal@tea.state.tx.us</a> (512) 463-0961	

### Schedule #1—General Information

#### Part 1: Applicant Information

Organization name Crockett ISD	VendorID #	Mailing address line 1 1400 West Austin Street	
Mailing address line 2	City Crockett	State TX	ZIP Code 75835
County- District # 113	Campus number and name 901	US Congressional District # 6	DUNS # 100074459

#### Primary Contact

First name Jack	M.I. Last name Patton	Title Grant Writer
Telephone # 936-544-2125	Email address <a href="mailto:jpatton@crockettisd.net">jpatton@crockettisd.net</a>	FAX # 936-544-2709

#### Secondary Contact

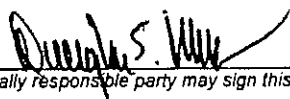
First name Toni	M.I. Last name Nicol	Title Grant Assistant
Telephone # 936-544-2125	Email address <a href="mailto:tnicol@crockettisd.net">tnicol@crockettisd.net</a>	FAX # 936-544-2709

#### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

#### Authorized Official:

First name Douglas	M.I. Last name Moore	Title Superintendent
Telephone # 936-544-2125	Email address <a href="mailto:DMoore@crockettisd.net">DMoore@crockettisd.net</a>	FAX # 936-544-5727
Signature (blue ink preferred)		Date signed



January 21, 2014

*Only the legally responsible party may sign this application.*

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 113-901 Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		
<b>Part 2: Acceptance and Compliance</b>		

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Crockett ISD Educator Excellence Innovation Program is a holistic, aligned system of support for teachers that addresses all four required practices: Induction and Mentoring, Evaluation, Professional Development and Collaboration, and Strategic Compensation and Retention. The plan also includes the two preferred practices - Recruiting and Hiring, and Career Pathways. The Crockett ISD plan attempts to promote a collaborative and supportive environment where teachers can excel and strive for professional growth without necessarily leaving the classroom. The plan had widespread support from staff, teachers, and administrators as well as community support (including parents and families) as evidenced by survey and focus group participation in the comprehensive needs assessment. It was through the prioritization of needs that the concepts of the grant activities were derived from. The systemic foundation for classroom observations, mentoring, and constructive feedback is based on the research based *Raising Healthy Children* program out of the University of Washington. All teachers and administrators will be trained in this program format. Training is extensive and takes place over two years. Because having effective teachers in the classroom is the most impactful way to increase student academic success, all professional development will be guided by increasing the professional standards of teachers. Job embedded professional development based on observations and student data will be available for teachers within the school week during release time such as common planning and PLC time. Principals will also receive professional development (they are second only to teachers on influencing student performance) based on research evidence that supports better recruiting and hiring of teachers as well as retention and support of effective teachers. Principals will also gain PD in having critical feedback conversations with teachers after observations that promote positive change and professional growth. Elements of the comprehensive Crockett ISD plan are listed below and described in more detail through the application.

**MENTORING**

- One on One mentoring of every new teacher.
- Mentors will be trained and have at least 3 years of classroom experience
- Mentor/Mentee of at least 2 hrs/month in two or more sessions. Weekly is preferred method.
- One monthly session with all mentors/mentees with academic coaches and administrators
- Surveys of mentors and mentees to indicate strengths and weaknesses in program
- Each mentor is paid a stipend of \$500 per year.

**INSTRUCTIONAL COACHING**

- Instructional Coaches trained in the *Raising Healthy Children* program (best practices)
- Facilitate teachers professional development in the following program concepts:
  - Proactive Classroom Management
  - Social Emotional Learning
  - Collaborative Active Learning
  - Motivation
- Classroom observations at least four times each year
- Pre and post observation meetings with teachers
- Participation in professional learning communities
- Participation in lesson design process with teachers
- Provide support and resources to teachers as needed

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**EVALUATIONS**

- Implementing evaluations that include measures of student growth, collaboration, professionalism, student input.
- Base evaluations on multiple observations
- Include post observation feedback in process
- Base teacher professional development on data from evaluation, observations, and student performance.

**PROFESSIONAL DEVELOPMENT AND COLLABORATION**

- PD for principals to increase effectiveness in recruiting, hiring and retaining effective teachers
- PD for teachers embedded within the school week (instructional coaches, RHC, etc)
- PD for teachers based on multiple observation data, evaluations, and student performance
- Collaboration on lesson design and instructional practice (instructional coaching, common planning and PLC release time)

**RECRUITMENT, HIRING, RETENTION**

- Expand recruiting to institutions/areas that are culturally and linguistically similar to students
- Professional development for principals to build their capacity in :
  - Identifying, recruiting, hiring and retaining effective teachers
  - Increasing skills on communicating constructive feedback to teachers
  - Providing professional development to teachers based on observation and student data
- Use Early Notification procedures when possible
- Implement Early Hiring for critical need and hard to fill positions

**STRATEGIC COMPENSATION**

- Additional pay for increased responsibilities
  - Mentors - \$500
  - Lead Teachers - \$500
  - Master Teachers - \$750
  - Instructional Coaching - \$1,200
- Addition pay for increased pedagogical knowledge/student performance
  - 1 year of growth (campus wide)
  - 1.5 years of growth (campus wide)
  - Advanced degrees special certifications (Bilingual etc)

**CAREER PATHWAYS**

Allow great teachers to have influence on the pedagogical influence of other teachers by implementing a process for identification of Instructional Coaches, Mentors, Master teachers, and lead teachers.

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# Texas Education Agency Standard Application System (SAS)

<b>Schedule #6—Program Budget Summary</b>									
County-district number or vendor ID: 113-901				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature									
Project period: April 1, 2014, through June 30, 2015				Fund code: 429					
<b>Part 1: Budget Summary</b>									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 6/30/15)			Year 2 (7/1/15 – 6/30/16)			
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$250,000	\$0	\$250,000	\$300,000	\$0	\$300,000	
Schedule #8	Professional and Contracted Services (6200)	6200	\$115,000	\$24,000	\$139,000	\$75,000	\$24,000	\$99,000	
Schedule #9	Supplies and Materials (6300)	6300	\$22,000	\$0	\$22,000	\$12,000	\$0	\$12,000	
Schedule #10	Other Operating Costs (6400)	6400	\$9,000	\$0	\$9,000	\$9,000	\$0	\$9,000	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	\$0	\$0	\$0	
Total direct costs:			\$396,000	\$24,000	\$420,000	\$396,000	\$24,000	\$420,000	
Percentage% indirect costs (see note):			N/A	\$0,	\$0	N/A	\$0	\$0,	
Grand total of budgeted costs (add all entries in each column):			\$396,000	\$24,000	\$420,000	\$396,000	\$24,000	\$420,000	
<b>Administrative Cost Calculation</b>									
Enter the total grant amount requested:			Year 1			Year 2			
			\$420,000			\$420,000			
Percentage limit on administrative costs established for the program (10%):			x .10			x .10			
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:			\$42,000			\$42,000			

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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# Texas Education Agency Standard Application System (SAS)

## Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 113-901			Amendment # (for amendments only):		
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2	
<b>Academic/Instructional</b>					
1 Teacher					
2 Educational aide			\$	\$	
3 Tutor			\$	\$	
<b>Program Management and Administration</b>					
4 Project director			\$	\$	
5 Project coordinator	1	0	\$65,000	\$ 65,000	
6 Teacher facilitator	3	0	\$140,000	\$140,000	
7 Teacher supervisor			\$	\$	
8 Secretary/administrative assistant			\$	\$	
9 Data entry clerk			\$	\$	
10 Grant accountant/bookkeeper			\$	\$	
11 Evaluator/evaluation specialist			\$	\$	
<b>Auxiliary</b>					
12 Counselor			\$	\$	
13 Social worker			\$	\$	
14 Community liaison/parent coordinator			\$	\$	
<b>Other Employee Positions</b>					
15 Title			\$	\$	
16 Title			\$	\$	
17 Title			\$	\$	
18	Subtotal employee costs:		\$205,000	\$205,000	
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
19 6112 Substitute pay			\$	\$	
20 6119 Professional staff extra-duty pay			\$20,000	\$65,000	
21 6121 Support staff extra-duty pay			\$	\$	
22 6140 Employee benefits			\$25,000	\$30,000	
23 61XX Tuition remission (IHEs only)			\$	\$	
24	Subtotal substitute, extra-duty, benefits costs		\$45,000	\$95,000	
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		\$250,000	\$300,000	

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$	\$

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

Specify topic/purpose/service: Evaluation Services		<input type="checkbox"/> Yes, this is a subgrant		
Describe topic/purpose/service: Evaluation of program				
1	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 1	\$24,000	\$24,000
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$24,000	\$24,000

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**Schedule #8—Professional and Contracted Services (6200) (cont.)**

County-District Number or Vendor ID: 113-901		Amendment number (for amendments only):	
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>			
2	Specify topic/purpose/service: University of Washington		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Instructional Coaching Training + training for all district administrators and teachers on PCM (3 days), and motivation (1 day), and parenting engagement (7 days) in Year 1. Year 3 training is with instructional coaches + all district administrators and teachers for CAL (3 days) and SEL (1 day).		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		
	Contractor's payroll costs	# of positions: 4	Year 1 \$85,000
	Contractor's subgrants, subcontracts, subcontracted services		Year 2 \$45,000
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$90,000	\$50,000
3	Specify topic/purpose/service: PD M		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		
	Contractor's payroll costs	# of positions: 1	Year 1 \$25,000
	Contractor's subgrants, subcontracts, subcontracted services		Year 2 \$25,000
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$25,000	\$25,000
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		
	Contractor's payroll costs	# of positions:	Year 1 \$
	Contractor's subgrants, subcontracts, subcontracted services		Year 2 \$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		
	Contractor's payroll costs	# of positions:	Year 1 \$
	Contractor's subgrants, subcontracts, subcontracted services		Year 2 \$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	\$

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**Schedule #8—Professional and Contracted Services (6200) (cont.)**

County-District Number or Vendor ID: 113-901		Amendment number (for amendments only):	
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>			
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
6	Contractor's payroll costs      # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$	\$
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
7	Contractor's payroll costs      # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$	\$
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
8	Contractor's payroll costs      # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	\$0
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$0	\$0
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$139,000	\$99,000
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	\$0
(Sum of lines a, b, c, and d) Grand total		\$139,000	\$99,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 113-901					Amendment number (for amendments only):		
<b>Expense Item Description</b>							
<b>Technology Hardware—Not Capitalized</b>							
6399	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	Computer	Program data collection and implementation	3	1000	\$6000	\$
	2	Tablet	Program data collection and implementation	3	500		
	3	Printers	Program Implementation	3	500		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$2000	\$2000
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$14,000	\$10000
<b>Grand total:</b>						<b>\$22,000</b>	12,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>			
County-District Number or Vendor ID: 113-901		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$3000	\$3000
	Specify purpose: Mentoring Conference		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$6000	\$6000
<b>Grand total:</b>		<b>\$9000</b>	<b>\$9000</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #11—Capital Outlay (6600/15XX)**

County-District Number or Vendor ID: 113-901			Amendment number (for amendments only):		
<b>15XX is only for use by charter schools sponsored by a nonprofit organization.</b>					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX/15XX—Technology hardware, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX/15XX—Technology software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX/15XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>					
29				\$	\$
<b>Grand total:</b>				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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<b>Schedule #12—Demographics and Participants to Be Served with Grant Funds</b>					
County-district number or vendor ID: 113-901			Amendment # (for amendments only):		
<b>Part 1: Student Demographics.</b> Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
<b>Total enrollment:</b>					
<b>Category</b>	<b>Number</b>	<b>Percentage</b>	<b>Category</b>	<b>Percentage</b>	
African American	674	52%	Attendance rate	96.13%	
Hispanic	367	28.3%	Annual dropout rate (Gr 9-12)	0.31 %	
White	215	16.6%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	58%	
Asian	11	0.8%	TAKS commended 2011 performance, all tests (sum of all grades tested)	4%	
Economically disadvantaged	1117	86.7%	Students taking the ACT and/or SAT	61.7%	
Limited English proficient (LEP)	205	15.8%	Average SAT score (number value, not a percentage)	958	
Disciplinary placements	78	6%	Average ACT score (number value, not a percentage)	20.1	
<b>Comments</b>					
<b>Part 2: Teacher Demographics.</b> Enter the data requested. If data is not available, enter DNA.					
<b>Category</b>	<b>Number</b>	<b>Percentage</b>	<b>Category</b>	<b>Number</b>	<b>Percentage</b>
African American	18	19%	No degree	0	0%
Hispanic	15	9%	Bachelor's degree	77	83%
White	67	72%	Master's degree	16	17%
Asian	0	0%	Doctorate	0	0 %
1-5 years exp.	19	20%	Avg. salary, 1-5 years exp.	\$34,232	N/A
6-10 years exp.	14	15%	Avg. salary, 6-10 years exp.	\$37,985	N/A
11-20 years exp.	30	32%	Avg. salary, 11-20 years exp.	\$46,868	N/A
Over 20 years exp.	18	19%	Avg. salary, over 20 years exp.	\$52,274	N/A

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	108	95	125	109	86	91	104	86	88	94	79	90	75	65	1295
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL:</b>	108	95	125	109	86	91	104	86	88	94	79	90	75	65	1295

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	4	7	7	6	6	5	5	7	7	7	8	8	8	7	92
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL:</b>	4	7	7	6	6	5	5	7	7	7	8	8	8	7	92

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD has completed a comprehensive needs assessment. The needs assessment included a review of district records (human resource records, PIEMS, strategic plan, campus and district improvement plans etc), survey data, and focus groups. A core group of administrators and staff examined district records and focused on areas pertaining to the development and planning of grant activities as they related to central core areas such as teacher retention, mentoring, evaluation, and student achievement. This data was useful in the development of a plan of action because it consisted of both data collected over many years and the most current data available also. Yet, it was also limiting in that it only gave information for activities that were already being implemented or measured.

Survey information was also analyzed. The benefit of using survey information is the vast amount of input and information that is able to be harvested from a multitude of stakeholders. Crockett ISD took the direct feedback offered on the surveys to direct and guide the planning and development of grant activities.

A focus group was convened to combine all data and prioritize needs accordingly. A summary of the review of records and results from the surveys was completed and distributed to members. After this a brief SWOT analysis was conducted. SWOT stands for STRENGTHS, WEAKNESSES, OPPORTUNITIES, and THREATS. The process involved generating a list of successes and failures that the district has incurred around the concepts of new teacher mentoring, hiring practices, retention of teachers, teacher evaluation, and student achievement. After the lists were generated a brief discussion of each point on the lists was made. Then lists of the districts strengths and weaknesses, as well as opportunities to improve and threats to prevent improvements was developed based on the previous success and failures listed. Next ideas were brainstormed for maximizing strengths and minimizing weaknesses while taking advantage of the opportunities and neutralizing threats. Once the group identified needs, they then started the process of prioritizing them in rank order to assist in determining which needs should be addressed for this specific project.

All stakeholders had an opportunity to voice their vote on the prioritization of needs. Each individual was asked to rank order their top three needs. After this the needs were allotted points. One point for a need that was assigned as someone's number one choice; two points for a second choice ; and three points for a third choice. The points were added and the needs were prioritized with the lowest number being the highest priority need.

The grant activities were developed from the needs identified and prioritized. Some of the needs identified were not applicable to this grant application and were therefore not included.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase Student Academic Achievement	<ul style="list-style-type: none"> <li>Increasing the number of highly effective principals and teachers will have a direct effect on student academic achievement (training principals on leadership and recruitment and hiring of teachers)</li> <li>Increasing the number of teachers who are culturally and linguistically similar to students</li> <li>More teacher observations and constructive feedback to increase the # teachers meeting professional instructional standards</li> <li>Use of student growth measure and other data to guide instructional practices</li> <li>Increase coaching and availability for mentoring and collaboration</li> </ul>
2.	Increase Retention of Teachers	<ul style="list-style-type: none"> <li>Train principals to be more effective leaders</li> <li>Recruit and hire teachers who share vision of district</li> <li>Mentoring to new teachers and coaching to all teachers</li> <li>Release time for common planning periods</li> <li>Opportunities for collaboration in developing lessons</li> <li>Increased feedback on instructional practices</li> <li>Professional development based on individual needs</li> </ul>
3.	Increase number of highly effective teachers	<ul style="list-style-type: none"> <li>Train principals to be more effective leaders</li> <li>Recruit and hire teachers who share vision of district</li> <li>Mentoring to new teachers and coaching to all teachers</li> <li>Release time for common planning periods and PLCs</li> <li>Opportunities for collaborative lessons</li> <li>Increased feedback on instructional practices</li> <li>Professional development based on individual needs</li> <li>Identify highly effective teachers and invite them to apply for positions</li> </ul>
4.	Address cultural and linguistic gap between teachers and students.	<ul style="list-style-type: none"> <li>Expand recruitment to group of individuals not one person</li> <li>Expand geography recruiting range &amp; outreach/recruiting are to institutions that predominantly cater to individuals who are culturally and linguistically similar to students</li> <li>Identify highly effective teachers and invite them to apply for positions</li> </ul>
5.	Implement a reliable measure of student growth in order to adequately measure the effectiveness of teacher as it pertains to fostering student academic achievement	<ul style="list-style-type: none"> <li>Use student growth to differentiate instruction in a student centered learning environment</li> <li>Use data from growth measure to guide instructional practices</li> <li>Use data from growth measures in collaborative lesson design</li> </ul>

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**Schedule #14—Management Plan**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Coordinator	Bachelor's degree. Previous grant management and implementation experience preferred. Teacher certification. At least 5 years of classroom experience preferred. Good communication skills, writing skills, computer and software knowledge, ability to self direct, organization skills.
2.	Instructional Coaches	Bachelor's degree. Teacher certification. At least 3 years of classroom experience preferred. Ability to work with adult learners, to understand others viewpoints without judgment, good listener, attention to detail, knowledge of student centered instruction, ability to deliver feedback.
3.	Mentors	Bachelor's degree. Teacher certification. At least 3 years of classroom experience preferred. Ability to work with adult learners, the ability to understand others viewpoints without judgment, good listener, reflective thinker, team/collaborative approach to teaching.
4.	Master Teachers	Bachelor's degree. Teacher certification. At least 3 years of classroom experience preferred. Ability to work with adult learners, good listener, reflective thinker, collaborative teaching approach
5.	Lead Teacher	Bachelor's degree. Teacher certification. At least 2 years of classroom experience preferred. Ability to work with adult learners, good listener, reflective thinker, collaborative teaching approach

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase the recruitment and hiring of teachers that have characteristics of effective teachers.	1. Train administrators and recruitment team in identifying and hiring effective teachers.	04/1/2014	7/30/2015
		2. Recruit in an expanded geographical perimeter and with institutions that cater to individuals who are culturally and linguistically similar to students	04/01/2014	06/30/2016
		3. Utilize early hiring potential	04/01/2014	06/30/2016
		4. Utilize early notification to hire early	04/01/2014	05/30/2016
2.	Establish and implement mentoring program	1. Identify potential mentors	06/10/2014	06/30/2016
		2. Train and match potential mentors	07/01/2014	07/01/2015
		3. Schedule release time (common planning PLC etc)	06/01/2014	06/30/2016
		4. Weekly mentoring	08/01/2014	05/30/2016
		5. Monthly Mentoring Meeting with Administration	09/15/2013	05/15/2016
3.	Establish and implement instructional coaching	1. Identify and hire coaches	04/01/2014	08/01/2014
		2. Schedule and implement instructional, observation, and feedback training with coaches	05/01/2014	08/30/2014
		3. Schedule instructional collaboration and design of lessons with teachers during release time	06/01/2014	06/30/2016
		4. Conduct 3-5 observations per teacher including pre and post observation meetings	09/01/2014	05/15/2016
		5. Collaborate on designing professional development based on needs of observations	09/01/2014	05/15/2016
4.	Implementation of observations and evaluations	1. Training to expand observations	04/01/2014	09/01/2014
		2. Multiple observations for teacher evaluation	09/01/2014	5/1/2016
		3. Purchase and implement MAP	04/01/2014	08/30/2014
		4. Critical feedback conversations	09/01/2014	05/30/2016
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The projects goals and objectives will be monitored by the project coordinator, as well as Mr. Jack Patton and Ms. Toni Nichols from the Grants Department. Student assessments, including growth measurements, will be monitored at least three times a year. Training and scheduling of release time will be monitored at least monthly. Mentoring time and activities will be logged at the campus level and monitored at the district level monthly. Instructional Coaching will be monitored by the project coordinator monthly and at the administrative level quarterly. All reports will be completed by the program coordinator and verified by Grant Department personnel before being submitted. All hiring practices, including recruitment will be monitored in conjunction with Human Resources.

The program coordinator will accept feedback or concerns related directly toward the implementation of the program. The implementation of the plan will be monitored by periodic reports to the Board of Trustees and the Superintendent. In January and May the Board of Trustees and/or Superintendent will be updated on the program's progress and input/feedback will be accepted verbally and in the written format. Adjustments to the program and implementation will be made if necessary. Procedures for any changes will include recommendation from program coordinator or grant department and approval by the Superintendent or his designee. No changes will change the objectives or scope of the grant as submitted in the approved proposal.

Changes and adjustments when necessary will be communicated to staff in a multitude of ways depending on the change involved. If the change is localized to just administrators or just mentors then a directed email and follow up announcement will be made. If the adjustments are more global in nature, a district wide email or posting will be made from either the program coordinator or Mr. Jack Patton. Adjustments that pertain to all stakeholders will be addressed by a public written announcement on the district web page

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD is currently systematically working to schedule intentional release time for teachers to work collaboratively on group lesson designs and for the purpose of examining data and making data driven instructional decisions. In addition, campuses will have access to academic coaching based on the Raising Healthy Children positive youth development program. This program includes a trainer of trainer component that will enable long term sustainability of the project after grant funds have ceased.

Project evaluation and results will be used to garner support and commitment for the project.

Further sustainability of the program will be dependent on the cost benefit analysis used to determine the savings in real dollars that can occur by recruiting, mentoring and retaining effective teachers rather than the expense of continually bringing in new staff year after year, and the cost benefit of increased student achievement that is achieved through student access to highly effective teachers on a long term basis.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Descriptive statistics for calculating dosage and reach of mentoring program	1.	# and % of first year teachers assigned a mentor, including breakdown of same subject taught
		2.	Average # of release time hours per mentee for collaboration w mentor
		3.	Rate of attrition and retention of mentees
2.	Descriptive statistics for calculating growth in observations	1.	Average aggregate score (and disaggregated individual index scores) for observations
		2.	% of teachers scoring proficient or better on each domain of evaluation
		3.	Increase or decrease in each domain of evaluation from previous years
3.	Descriptive statistics on collaborative opportunities	1.	Average # of hours of collaboration between teachers by grade and subject
		2.	Average # of hours of collaboration by instructional coaching
		3.	
4.	Descriptive statistics on retention of teachers	1.	% of teachers retained by grade, school, and subject
		2.	% of administrators retained
		3.	
5.	Descriptive statistics on unique hiring initiatives	1.	# of teachers that accepted early notification
		2.	# of instructional coaches, master teachers, lead teachers added
		3.	# and % of teachers receiving additional compensation

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program coordinator will be responsible for data collection. Mentoring data will be maintained in a spreadsheet. Descriptive data on both the mentor and mentee will be kept including years of teaching, certifications, subject being taught, program granting certification, as well as general demographic information. All mentors and mentees will keep a log of contact hours and a journal entry for indicating the content that was discussed or activity that was worked on during mentoring time. This information will be sent to the program coordinator monthly. The coordinator will then compare data from the mentor and mentee and enter information on master spreadsheet. Activities will be numerically coded so that a full program evaluation that indicates the types of activities and discussions can be validated. Instructional coaches will keep logs of collaborative activities and observation data. Coaches will meet with program coordinator monthly to discuss observations and to share dosage, reach, and index scores with coordinator for logging into master spreadsheet. Training data will be collected through pre and post assessments as well as agendas and sign in logs. The program coordinator will collect all data on number of teachers served, what training they participated in, number of contact hours, and student achievement for students on individual teachers class rolls. Reports from Human Resources to the program coordinator will indicate additional compensation paid to individuals, and any unique hiring practices such as early notification for retirement and early hiring for hard to place positions. All career pathway information will also be given to the coordinator by Human Resources. Student level data will be accessed through the student management system, or PIEMS (Public Education Information Management System). This information will give longitudinal data on student demographics, academic performance, discipline information, and student attendance. The coordinator will be responsible for maintaining a schedule of grant related activities and milestones that need to occur. All training for principals will be kept by sign in logs, agendas, and pre and post assessment where necessary. Problems with project delivery will be addressed with campus administrative staff, or the Grant Department. Quarterly reports from the program coordinator to Grant Department will serve as a check and balance feature. Continuous improvement is always necessary when implementing programs. Feedback from stakeholders (teachers, administrators, staff, students, parents etc) will be accepted on a continual basis. Action to adjust program activities will be explored by appropriate staff and recommendations will be made to the district Administration. If approved contact will be made to the TEA to assure that permission is granted before changes occur. No changes to objectives or scope will occur.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Statutory Requirement 1: Required** - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Beginning teacher induction programs have increased in an effort to provide beginning teachers with support and encourage them to remain in the classroom. In addition to being implemented as a strategy for keeping teachers in the profession, teacher induction programs are being used to improve teacher quality, meet curriculum standards, and promote higher student achievement (American Association of State Colleges and Universities, 2006). Induction models offer a wider support system than mentoring alone by providing guidance and introduction to the teaching profession as well as help in curriculum planning, evaluation, professional development and mentoring. The Crockett ISD Induction model is designed to ease the beginning teacher's transition, while also providing professional development opportunities to build knowledge and skills. The CISD model for induction includes both a traditional mentoring component and an instructional coaching component. An added benefit to the mentor + coach model is that each new teacher will have the opportunity to develop a meaningful relationship with at least two (instead of one) teacher leaders. The CISD Induction model is designed to acclimate a new teacher to the campus environment, provide social and emotional support, and supplement the teacher's education with strategies and instructional techniques that are based on the district's vision for a student centered learning environment.

After teachers are recruited and hired, it is the responsibility of schools to train them to be the most highly effective teacher possible. This is done through carefully matching teachers with: (1) a peer mentor; (2) an instructional coach; (3) release/common planning time with colleagues/mentor; (4) purposeful, job embedded professional development based on data; (6) classroom observations that are coupled with professional conversations that honestly explore both the strengths and weaknesses of the teacher; (7) examining the academic growth and progress of students; and (8) a comprehensive evaluation process. Just as Crockett ISD proposes a student centered personalized learning environment for students, so too does it propose a *learner centered* personalized educational environment for teachers. Coaching and professional development will be guided by the data and the needs of the learner (teacher).

Teachers develop their identity as a professional mostly through their interactions with colleagues, administrators, and students. These interactions need to be purposeful so that positive professional growth can occur. In addition, teachers will have an opportunity to take a leadership role in setting standards for teacher accountability and for making a commitment to having a plan for continual and lifelong learning. To strengthen the effectiveness and quality of teaching, Crockett ISD teachers will actively engage in an exchange of ideas with colleagues as part of their job embedded professional development through the professional learning communities process (PLC).

Mentors will be selected for beginning teachers based on the following criteria: (1) teaching ability (demonstrating the ability to help others actively learn new knowledge, skills and perspectives, evidenced by student and supervisor feedback); (2) working with adults (demonstrating a team approach – more of a coach); (3) sensitivity to viewpoints of others (demonstrating the ability to understand others viewpoints without judgment and can adapt to carried situations); (4) willingness to be an active and open listener (demonstrates the ability to actively listen to others without interruption); (5) interpersonal skills (A reflective thinker when problem solving and trustworthy); (6) role model (acts as a role model in demonstrating high standards, good listening skills & professionalism); (7) organization, communication and management skills (communicates to parents, colleagues, students, and others effectively as well as demonstrates good organization and effective classroom management); (8) commitment to school vision (willingness to go above and beyond to help a new teacher become successful); (9) best practices (demonstrates knowledge and application of "best practices" into own teaching); & (10) student growth (has demonstrated the ability to implement district instructional practices with fidelity and has positively affected student growth). In addition, all mentor teachers will have at least three years of teaching experience. Matching of beginning teachers

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with a mentor will be completed at the campus level with priority given to pairing individuals with like teaching assignments and/or close geographic location within the building.

Crockett ISD will implement a thoughtful mentoring training program to mentors. Crockett ISD will use a capacity building model (Trainer of Trainers) to allow teacher leaders and administrators to provide training and support to mentors on a continuous basis. Under this grant, mentors who participate in the program and who are assigned a mentee will receive a \$500/year stipend.

Mentor teachers will be required to meet with their beginning teacher at least two hours a month. Mentoring will start at teacher orientation. It is preferred that mentoring take place on a weekly basis, but at no time can mentoring visits be completed in less than two sessions a month. These meetings will be organized informally between the mentor and mentee. Most meetings will take place before school, after school, at lunch, during common planning periods, and during other release time. Research has stated that it is important for mentors to consult with other mentors. Therefore, once a month, a formal meeting will be scheduled for all mentors and mentees to meet collectively with the campus administration and instructional coaches. Periodic surveys will be taken of both the mentors and mentees. The data from these surveys will help guide agendas of meetings and to assist in identifying areas that (1) are most productive for mentees and (2) need additional focus to help improve mentor/mentee relationship and usefulness.

Instructional Coaches will be selected using the same basic criteria as listed above for mentors, however more emphasis will be placed on (1) the ability to demonstrate competency using the instructional strategies and techniques that guide the academic vision of the district; (2) the ability to communicate and teach an adult learner; and (3) the ability to collect and use observational data to assist and develop a personalized plan for each new teacher to further their professional growth. Instructional coaches will be trained and use the *Raising Healthy Children* model for classroom observations and coaching. *Raising Healthy Children* is a research based, nationally renown program that is considered a best practice. Instructional coaches will deliver professional development at the campus level for proactive classroom management, collaborative active learning, social emotional learning, and student motivation. In addition, each teacher will receive at least four classroom observations by the coaches during each school year. Professional conversations after observations will discuss the strengths and weaknesses of the instruction. In addition, supports will be identified for helping the teacher increase professional standards where necessary. This continuous coaching support not only develops a meaningful professional relationship between the coach and teacher, but it also provides a method for continuous feedback. Coaches will use validated observation instruments to collect data on the use of strategies by the teacher. Many of the strategies revolve around the building of relationships with students as well as bonding with students. Research claims that not only do students who are well bonded with their teachers perform better on standardized tests, but that teachers who build relationships with their students usually scoring higher on scales of *empathy* (Medina, 2008) which in turns leads to more job satisfaction and staying in the career field for a longer period of time.

Wang et al. (2008) states that the experienced teacher serves as a guide who can provide a novice teacher with pedagogical content knowledge and classroom management strategies, and also offer insights into campus norms, culture, and practices. Professional development within the induction model will be discussed later, but it is worth noting that time for a new teacher to observe lead or master teachers on their campus is imperative. In addition, the model allows for a lead or master teacher to also demonstrate the instructional techniques within the new teachers classroom. This is important because it is often much more appropriate and useful for the new teacher to see the strategies implemented with their own students than to see it accomplished using other students. Induction programs not only bring beginning teachers and experienced teachers together, but they offer the beginning teacher guidance and lessons learned through a personal relationship with an experienced teacher.

In order for this induction model to be successful, the district and campus administrative staff must make release time and planned collaborative opportunities a priority. Under the Crockett ISD model, each campus will set aside common planning periods and time for professional learning communities (PLCs). Because all campus master schedules are different, this may look one way at an elementary campus and a different way at a secondary campus. Flexibility at the campus level is necessary for implementation.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Statutory Requirement 2: Required** - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

A highly qualified teacher workforce has been shown to be the single most important factor within a campus's control in increasing student achievement (Berry, 2004; National Commission on Teaching and America's Future, 1996; Whisnant et al., 2005). Induction programs have often been viewed as methods for keeping beginning teachers in the classroom and promoting teacher retention (Smith & Ingersoll, 2004; Southwest Educational Development Laboratory, 2000). There also is a growing body of evidence that suggests beginning teacher induction programs can positively affect teacher quality, students' academic outcomes, and school costs (American Association of State Colleges and Universities, 2006).

In order for a school to determine which teachers are highly effective in influencing student academic outcomes a review of data tied to each teacher is necessary. This data is not as simple as looking at the percentage of students who met standard or failed to meet standard on a standardized test.

The Crockett ISD model will have both scheduled and non-scheduled observations for teachers. For scheduled observations a pre observation meeting will include a discussion of what attributes, behaviors, and instructional practices will be focused on. Observations will be 30 minutes in length. Shorter observations during the school year will also be conducted on an informal basis. At least four (4) observations will occur during the course of the school year. After each observation, a post observation meeting will take place that will include constructive feedback as well as reflective questions and guidance.

Campus administrators, master teachers, and instructional coaches will be trained in classroom observation protocols. Training for observational protocols will be based on the district's instructional vision for student centered learning environments and the research based program, *Raising Healthy Children*. Participants will practice lesson observations and coaching conversations through highly interactive activities with the use of video and role-playing. The training will include listening and questioning skills that promote reflection and time for practicing communication with adult learners so they become self-reflective and self-analytical. The practice conversations will also include the use of language that promotes and supports teacher development. Observational rubrics are based on evidence of student engagement, social emotional learning, collaborative active learning, proactive classroom management, project based learning and differentiated instruction to meet different student needs and to develop student competencies while achieving instructional purposes. Observational rubrics are augmented by campus focused elements that have been identified through data driven needs assessments and campus improvement initiatives.

Observations for teachers can be both evaluative and non-evaluative. Yet, both types of observations can have a positive or negative outcome. The important key is to decide whether the intention and goal is to distribute criticism and judgment or feedback. Crockett ISD will use data from observations to communicate feedback and increase teacher effectiveness and student academic achievement. Criticism and judgment usually tear down the bonding between the observer and the teacher and decreases morale with little or no positive effects in changing behavior. Feedback on the other hand can be used to motivate and inform instructional practices and professional development.

Post observation meetings traditionally focus on what *isn't* being done well enough. This often happens whether the observer intends for it to happen or not. Sometimes this is because of the perception of the teacher and sometimes it is because we focus on the negative rather than the positive, even though brain

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research (Goleman, 2013) tells us that humans are wired to respond to positive feedback. If done incorrectly, feedback has the opposite effect than what was intended.

Teachers and administrators have received little, if any, training in the two-way process of giving and receiving feedback effectively. As stated above, Crockett ISD intends to implement training to facilitate not only the effective collection of data and evidence in the observation process, but also in the skills necessary to appropriately deliver constructive feedback. Feedback in the CSD model will be descriptive in nature capturing what was seen in the observation. The feedback will also be specific, capable of being responded to, well timed, and limited to what can be addressed at the particular moment in time. The feedback will assist in guiding the professional development needs of the teacher. The feedback will be collaborative in nature and information sharing rather than simply telling, so that it plays a role in the development of trust between the two individuals and leads to professional growth and effectiveness.

The goals of the pre and post observations meeting through the act of providing feedback will be to improve professional practice, promote professional growth, identify strengths and weaknesses, identify resources and strategies, and to increase student growth by increasing teacher effectiveness.

Each teacher will be given an opportunity to have at least one of their observations filmed. The teacher and the instructional coach (or other observer) will watch the film together and develop feedback based on what is seen on the film. Teachers and observer may wish to focus on the actions and facilitation skills of the teacher, but they might also want to focus on the engagement and activities of the students during the post meeting.

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Amendment # (for amendments only):

**Statutory Requirement 3: Required** - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The formal evaluation process for teachers will use multiple observations and data points. The formal instrument is the Professional Development and Appraisal System, which includes observation components and a summative appraisal. The goal of the PDAS is to advance the level of the professional practice of teaching. The evaluation criteria incorporate student-centered proficiencies and promote continuous professional development. The appraiser reviews teacher performance across eight domains:

- Domain I: Active, Successful Student Participation in the Learning Process
- Domain II: Learner-centered Instruction
- Domain III: Evaluation and feedback on Student Progress
- Domain IV: Management of Student Discipline, Instructional Strategies, Time/Materials
- Domain V: Professional Communication
- Domain VI: Professional Development
- Domain VII: Compliance with Policies, Operating Procedures and Requirements
- Domain VIII: Improvement of All Students' Academic Performance

Domain I: Active, Successful Student Participation in the Learning Process, is evidenced by how well : a. Quantity and quality of active student participation in the learning process is evident. and b. Students are challenged by instruction and make connections to work and life applications, both within the discipline and with other disciplines. Domain II: Learner-centered Instruction, is evidenced by how well: a. The instructional content is based on appropriate goals and objectives; b. The instructional content includes basic knowledge and skills, as well as central themes and concepts, both within the discipline and with other disciplines; c. The instructional strategies are aligned with learning objectives and activities, student needs, and work and life applications, both within the discipline and with other disciplines; d. The instructional strategies promote application of learning through critical thinking and problem solving; and e. The teacher uses appropriate motivational and instructional strategies which successfully and actively engage students in the learning process. Domain III: Evaluation and feedback on Student Progress is evidenced by how well: a. The teacher aligns assessment and feedback with goals and objectives and instructional strategies and b. The teacher uses a variety of evaluation and feedback strategies which are appropriate to the varied characteristics of the students. Domain IV: Management of Student Discipline, Instructional Strategies, Time/Materials is evidenced by how well: a. The teacher effectively implements the discipline-management procedures approved by the district; b. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning; c. The teacher selects instructional materials which are equitable and acknowledge the varied characteristics of all students; and d. The teacher effectively and efficiently manages time and materials. Domain V: Professional Communication is evidenced by how well: a. The teacher uses appropriate and accurate written, verbal, and non-verbal modes of communication with students; b. The teacher uses appropriate and accurate written, verbal, and non-verbal modes of communication with parents, staff, community members, and other professionals; and c. The teacher's interactions are supportive, courteous, respectful, and encouraging to students who are reluctant and having difficulty. Domain VI: Professional Development is evidenced by how well: a. The teacher determines and participates in professional development goals and activities that are aligned with the goals of the campus and the goals of the district; b. The teacher correlates professional development activities with assigned subject content and the varied needs of students; c. The teacher exhibits a willingness to collaborate with colleagues and other professionals for continuous growth and development; and d. The teacher correlates professional development activities with the prior performance appraisal. Domain VII: Compliance with Policies, Operating Procedures and Requirements is evidenced by how well: a. The teacher contributes to making the whole

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school safe and orderly, and a stimulating learning environment for children; and b. The teacher respects the rights of students, parents, colleagues, and the community. Domain VIII: Improvement of All Students' Academic Performance is evidenced by how well: a. The teacher diagnoses student needs and provides performance feedback related to all appropriate TEKS/TAKS objectives.; b. The teacher aligns the planning and delivery of instruction to all appropriate TEKS/TAKS objectives; c. The teacher collaborates with other faculty and administration to improve TAKS-related performance of all students on the campus; d. The teacher identifies students who are at-risk and develops appropriate strategies to assist these students; and e. The teacher monitors the attendance of all students and intervenes to promote regular attendance.

Crockett ISD will utilize a rigorous, transparent, and fair evaluation system for teachers and principals for the purpose of differentiating levels of effectiveness utilizing multiple observations and rating categories. Student growth is quantitatively tracked using multiple standard based methods, including the STAAR statewide standardized test. Other data driven tools for measuring student growth include A+ Anywhere, which is aligned with the State of Texas' academic standards and provides ongoing, real time assessment of academic achievement and growth,

In addition, other points of data will be used in supporting the PDAS evaluation. Specifically, student input, instructional expertise, collaboration with others, professionalism, and teacher self assessment.

Student input will be evidenced by the results of student surveys. Instructional expertise is evidenced by demonstrating techniques used in implementing student centered engagement activities in the learning environment, and the degree to which a teacher facilitates the learning process. This is measured through multiple observations. Collaboration is evidenced through the lessons designed in common planning periods. Collaboration is also evidenced by examination of student data with colleagues for the purpose of improving both instructional practices and facilitation of analytical student learning. Professionalism is gaged by the degree to which a teacher adheres to district policy and procedures, Board Policies, and the Code of Ethics. Student growth and performance will be evidenced by state standardized testing performance.

Multiple measures of teacher performance enhance the quality of the evaluation. Observations will take place at least four times during the school year for a period of not less than 30 minutes. The Crockett ISD plan implements instructional coaching to all teachers in the district. Continual feedback is given within the coaching model. The collaborative methodology of feedback, and the assistance at promoting reflective professional growth with timely implemented, ongoing, and job-embedded PD, leaves the teacher with additional skills and tools in which to objectively participate in the self-assessment portion of the evaluation.

After the classroom observations take place, and all data is gathered, the appraiser meets face to face with the teacher to provide feedback in the summative evaluation meeting. Summative evaluations are completed each year for all teachers.

At the summative evaluation meeting the evaluator shares their overall impressions of the teacher's performance as it relates to all aspects of the evaluation (domains I-VIII + student voice, self-assessment, instructional expertise, collaboration, and professionalism). During the meeting the evaluator and teacher will review the evidence collected. If applicable, evidence related to expectations and improvement or growth plans will also be reviewed. The discussion should be reflective in nature and should address the strengths and areas that are less developed for the teacher as well as suggestions for improvement.

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Amendment # (for amendments only):

**Statutory Requirement 4: Required** - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD will make the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. These accommodations will consist of:

- (1) common planning time;
- (2) professional learning communities;
- (3) consistent and regularly scheduled peer coaching; and
- (4) small group and individual professional development.

Common planning time is essential for teachers to collaborate. Mentors and mentees need time that is dedicated to one on one communication and collaboration. But, it is not just beginning teachers and mentors who need to collaborate. All teachers need time to collaborate with their peers so that lessons can be designed that will facilitate student learning in a student centered educational environment and in which students are engaged and taking ownership of the inquiry and the knowledge. Common planning time takes organization and creative use of the master schedule.

Crockett ISD's decision to allow teachers the opportunity to collaborate on a regular basis, is important so that teachers can examine student data, differentiate instruction for all students based on individual needs, share pedagogical strategies, design engaging lessons that promote student inquiry and creativity, and participate in ongoing, job embedded, professional development that is based on data from classroom observations.

Release time to participate in instructional coaching is also very important for the growth and development of not just new teachers but all teachers within the district. Instructional coaching enables a teacher to receive consistent feedback on instructional practices, as well as the ability to access tools and resources needed for continued advancement and progression in their career. All instructional coaching is paired with post observation professional conversations that discuss both the strengths and weakness of the instruction observed as well as assistance in developing a plan of action for steady improvement.

Release time for collaboration is also important for the delivery of district led professional development to assist the teacher in addressing areas of weakness in a timely manner. Not only does locally delivered professional development save money on travel costs and registration fees, but it also increases district capacity and advance teachers on multiple career pathways, but it also increases the skill of the teacher in a timely manner, thus improving the quality of instruction being delivered in the classroom quickly and consistently.

Further accommodations to enable teachers to have time to collaborate within the school week is achieved when in service days are strategically placed within the school calendar to promote and encourage collaborative efforts between teachers.

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Amendment # (for amendments only):

**Statutory Requirement 5: Required** - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Alliance for Excellent Education (2004) cite a study conducted by Villar (2004) that shows teachers participating in a comprehensive induction model developed and enhanced their teaching skills more rapidly, thus achieving the practices of an experienced teacher sooner in their teaching career. Mentor teachers also reported enhanced professional growth through their experiences as a mentor. Research reviewed by Huling and Resta (2001) suggests mentor teachers participating in mentoring induction programs experience improved professional competency, a so-called "professional renewal," and are more likely to be sought after for leadership positions. Their review also shows that serving as a mentor may have added psychological benefits, such as increasing the mentor's self-esteem, empowerment, and satisfaction (Huling & Resta, 2001).

The results from the above studies are based on the fact that during release time (common planning) informal professional development was taking place as the mentors delivered valuable knowledge to the mentees that was needed based on observations and self-reflection. Crockett ISD's plan is to allow mentors and mentees common planning time to promote informal professional development taking place.

Crockett ISD's plan also uses other resources within the district to facilitate timely implementation of data driven professional development. Instructional Coaches, master teachers and lead teachers are often chosen to become TOT (Trainer of Trainers) in instructional practices adopted by the district. Release time offered on a regular basis through common planning lends itself to short, small group PD delivery. Other opportunities to engage in professional growth activities are often offered after school, within faculty meetings, and through online and virtual training. CISD's plan makes a concerted effort to develop and schedule intense, sustained, research based professional development in pedagogy (differentiated instruction, cross curricular planning, technology integration, best practices, thinking maps, project based learning etc).

During release time professional development is also geared at informing instruction and evaluating knowledge, skills and performance of students. In addition, Crockett ISD has partnered with local institutions of higher education to collaborate in regularly offered professional development. Partnerships with Educational Service Centers also increase the ability to experience PD within the work week.

Professional Development under the above mentioned forms is based in large part on observations and both formal and informal evaluation data. Data is used to guide professional development. Professional development is not always needed because the teacher has shown a weakness. Some professional development is needed to overcome or mitigate barriers that are outside of the teachers control. In addition, student assessments, both formal and informal, also guide the need for professional development and training.

Many times professional development is engaged upon to strengthen weak areas, but it is also used to enhanced areas of strength so that the teacher can increase the capacity of the district and become a TOT to assist others. Teachers are encouraged to develop expertise in areas that interest them and for which they have a natural ability. Teachers are also encouraged to self-reflect and to identify areas in which they have determined that they could use extra support or reinforcement.

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Professional development is needed beyond the ranks of the teaching staff also. Paraprofessionals are also in need of professional development such as classroom management, effective tutorials, and assistance in promoting reading literacy.

As stated throughout the application, the staff of Crockett ISD does not culturally or linguistically resemble that of the student population. Although efforts are to be made to increase the hiring of qualified minority teachers, professional development based on racism, cultural sensitivity, and cultural competency is critical for building trusting relationships with students that enable increased academic growth.

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Amendment # (for amendments only):

**Statutory Requirement 6: Required** - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Crockett ISD strategic compensation plan differentiates compensation based on additional responsibilities and additional duties/roles, as well as for hard to place positions, and market supply.

Strategic compensation based on responsibilities varies tremendously. Teachers who take on the responsibility being department chairs are would be an example of additional compensation. Some positions are hard to fill with qualified and certified candidates. Because these teachers are in such high demand, the market supply principles have required additional compensation for these individuals. Examples would be ESL or Bilingual teachers. Other hard to fill vacancies such as secondary math and science teachers are also able to receive additional compensation when necessary. Strategic compensation is also available for teacher pedagogical growth. Currently this has been based on advanced degrees in their field that they are teaching, but the grant proposal will expand this to compensation pay for student growth and performance (see below).

Compensation for student growth and performance was shown in the needs assessment data to be divisive for a significant, but low percentage of stakeholders. Much of the opposition surrounded issues of teachers competing against one another rather than working together due to the potential monetary benefits. In an effort to be respectful of all viewpoints, a decision was made to base compensation pay for student growth and performance based on campus wide criteria rather than criteria based on individual teacher results. By using campus based criteria, teachers are encouraged to work collaboratively. In addition, teachers who are assigned to non-tested subjects are more likely to work with core teachers on interdisciplinary projects and lessons that support literacy and mathematics mastery for students. For instance art classes might use measurements, proportions, and optical spectrums for colors in assignments that might mirror work that is being conducted in core classrooms. Music teachers might assign written essays on biographical books based on the lives of composers.

Criteria for compensation pay will be contingent on both student performance and student growth. Student performance will be based on the % of students who achieve proficient and commended ratings on the State of Texas STAAR tests and End of Course Exams. Student growth will be based off one year and one and half years of growth dictated by pre and post testing.

Elementary School Personnel will be able to receive strategic compensation based on school wide achievement and/or growth components. School wide growth component is based on overall grade level progress made in reading and math collectively. An average of one year of growth on a pre-post assessment throughout the school will yield each teacher (40) and administrator (4) \$1,000 and each paraprofessional (10) \$500. An average of one a half years of growth on a pre-post assessment throughout the school year will yield \$2,000 for each teacher and administrator and \$750 for each paraprofessional. School wide performance will be based on 70% of students passing all State Standardized tests which will yield each teacher (40) and administrator (4) \$1,000 and each paraprofessional (10) \$500. An average of 85% and above state average on commended students will yield \$2,000 for each teacher and administrator and \$750 for each paraprofessional.

Middle School and High School Personnel will be able to receive strategic compensation performance awards based on school wide achievement and growth measures also. An average of 70% of students meeting proficient or better on all standardized tests given will yield each teacher (52) and administrator \$1,000 (7)

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and each paraprofessional (12) \$500. An average of 85% of students meeting proficient or better on all standardized tests plus above state average of commended students will yield each teacher and administrator \$2,000 and each paraprofessional \$750. An average of one year student growth on all pre-post testing will yield each teacher (52) and administrator \$1,000 (7) and each paraprofessional (12) \$500. An average of one and a half years of growth will yield each teacher and administrator \$2,000 and each paraprofessional \$750.

Mentor teachers and lead teachers are capable of earning \$500/year for additional responsibilities within the school campus. Master teachers have the opportunity to earn up to \$750/year in compensation for additional responsibilities. Instructional coaches will earn \$1,200 per year for additional responsibilities and extra duty across the district.

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Amendment # (for amendments only):

**Statutory Requirement 7: Preferred** - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The recruitment, development, and retention of highly effective teachers and principals are essential elements that support the ability of the project to meaningfully achieve its goals surrounding increasing teacher effectiveness and raising student academic achievement. Research has clearly indicated that the leadership abilities of campus principals are second only to the influence of classroom teachers as school based determinants of a student's academic success (Wallace, 2012; Clodfelter, 2007; Sanders and Rivers, 1996; Walsh, 2005; Seashore-Louis, et al. 2010; Leithwood and Janzi, 2006; Burch and Spillane, 2003). Recent studies have examined the relationship between principals and student outcomes, and attempted to identify what characteristics and qualifications are needed to be an effective principal, whether that's providing staff with the resources and support they need, hiring and retaining the best talent, setting expectations for instruction, or simply gaining more experience (Center for Public Education; 2012). Louis et al (2010) completed a five (5) year study of leadership across the United States and demonstrated that effective leadership is inequitably distributed in schools. Schools with high levels of poverty are less likely to have strong instructional leadership than other less challenging schools. In addition, schools with high levels of poverty are also more likely to employ teachers who are less effective and who accept less responsibility for student learning. This makes the first step in the process of hiring and retaining effective teachers (especially at our low performing and economically challenged schools) linked directly with the hiring of future principals and training of current principals.

This project proposes to institute locally delivered Principal Workshops that are based on scientific research and best practices that will address recruitment of teachers, hiring practices, the identification of effective teachers, support for teachers, the importance of release time/flexible scheduling for mentoring of new teachers, quality and consistent observations, professional development based on data (student data as well as observational data), teacher leadership opportunities, evaluation, and critical conversations that nurture teacher growth. The Principal Workshops will not be one time event, but regular trainings that will offer ongoing thematic workshops and advanced professional development determined by surveying the strengths and weaknesses of the participants, comparison of district practices with identified best practices in the literature (specifically in regards to turning around low performing schools), and needs based on data propagated at campuses. Workshops will be offered to minimize time away from campus during instructional classes. An opportunity for participants to make site visits to "best practice" institutions and to integrate both their experiential learning from these visits with more traditionally gained knowledge they have acquired in their day to day campus leadership will be implemented in Year 2. All participants will engage in professional development from one of the project's primary partners. Each school year principals will participate in both self and peer assessments will be integrated with advanced professional development opportunities based on data driven needs assessments.

Principals are now more than ever focused on student achievement while still retaining their traditional administrative and building manager duties. Principals impact their students' outcomes, particularly at the most challenging schools. A highly effective principal can increase their students' scores up to 10 percent on standardized tests in just one year (Waters, Marzano and McNulty 2003). Principals can also affect other student outcomes including reducing student absences and suspensions, and improving graduation rates. Principals in low-achieving or high poverty, minority schools tend to have a greater impact on student outcomes than principals at less challenging schools (Leithwood, et al. 2004, Seashore-Louis, et al. 2010). However, although the impact is greater, it is sometimes a positive impact and sometimes a negative impact.

Schools that serve the most challenging students are more likely to be led by less experienced principals than more advantaged schools (Loeb, Kalogrides and Horng 2010). Some studies have shown that effective principals are more likely to weed out ineffective teachers as well as recruit new teachers more carefully (Portin, et al. 2003). More effective principals also lose fewer effective teachers (Branch, Hanushek and

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Rivkin 2012), probably by creating a more favorable working environment (The Wallace Foundation 2012). Thus, **effective principals are more likely to improve their teaching staff by retaining and recruiting effective teachers**. Again, **the least effective principals lose a greater share of their most effective teachers**. In fact, ineffective principals not only drive effective teachers out of their school; they drive their most effective teachers out of their district (Branch, Hanushek and Rivkin 2012). Thus, the project calls for collateral implementation of both principal and teacher retention and effectiveness.

The National Commission on Teaching and America's Future estimates that one-third of all new teachers leave after three years, and over half are gone within five years. The commission estimates the "revolving door" of teacher attrition has grown by 50 percent over the past 15 years and costs roughly \$7 billion a year, as school districts recruit, hire, and try to retain teachers. Of the vacancies in Texas schools, only 17% of positions are open due to the retirement of a teacher, 9% are due to increase in student enrollment/new position and 74% because of teachers leaving the profession prior to retirement. Staff turnover keeps administrators scrambling to find replacements, and in too many cases quality teaching is compromised in an effort to find a sufficient number of "warm bodies" to staff the classrooms, and the effect is that student achievement declines. Thus, the plan set forth is based around a redevelopment of RECRUITMENT and RETENTION so that when new teachers are hired and supported they might choose to stay.

**RECRUITMENT** – Current Crockett ISD recruitment procedures (job fairs at local Universities, web site posting etc.) have proved very adequate in obtaining "warm bodies" with credentials to fill vacancies. However, the procedures have not had a positive effect in retaining the teachers that are recruited or increasing student academic performance. In addition, CISD has a faculty that does not represent the community culturally or linguistically. To mitigate this problem, the project proposes to: (1) train a recruitment team to attend job fairs that "look and sound" more like CISD population; (2) expand attendance at university job fairs to institutions that more closely represent minority students rather than just the institutions that are within a geographical radius of the district; and (3) train all staff to be actively looking for effective teachers, positively promoting CISD employment opportunities, and inviting individuals to apply for positions.

**HIRING** – The CISD hiring procedure will include: (1) pre-qualifying applicants at the district level but have hiring decisions be based on the campus; (2) implementation of early hiring practices for critical need areas within the district and/or hard to staff positions (more detail below); (3) develop and implement an early notice of retirement/leaving the district procedure; (4) use of best practices to match the best possible teacher to the needs of students; (5) more thorough examination of the quality of the applicant; (6) thorough examination of previous teaching experience; including sample lessons, student growth and achievement data, and professional growth and leadership experiences; and (7) careful examination into whether the VISION and PHILOSOPHY of the district fits with the vision of the applicant. Early hiring practices will be implemented for areas of critical need and hard to place staff positions such as science, math, and bilingual teachers. Campus principals will be able to give both early notification (for instance if the student is graduating within the year or has a planned transfer to the area due to relocation) and early hiring. In early hiring, the applicant will receive an offer of employment to start work within the district before an actual opening is needed. The teacher will then be assigned to work in conjunction with a current teacher to learn the procedures of CISD, develop a close relationship with a peer teaching the same subject that they will be teaching, and to give an added level of support to students in the classroom. Quality of the applicant in the hiring process will be evidenced by such things as (1) a writing sample; (2) transcripts; (3) recommendations; (4) prior experience working with students who are culturally and linguistically similar to those of CISD; (5) previous teaching experience data including sample lessons, classroom observations, student growth and achievement data, and professional growth and leadership experiences; and (6) inclusion/extent of a student teaching practicum for new teachers. In evaluating teacher educator preparation programs, CISD has found that (1) teachers who have participated in a student teaching practicum have been more successful in meeting the needs of students and establishing classroom management and (2) alternatively certified candidates need more guidance from administrators/peer mentors.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Statutory Requirement 8: Preferred** - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Crockett ISD plan includes provisions to:

- (1) recruit and retain excellent teachers and provide support as they collaborate reflectively to refine instructional practice;
- (2) to give highly effective teachers opportunities to grow professionally and share their expertise in a student centered learning environment; and
- (3) develop a clear system for evaluation and feedback then student learning will increase, student outcomes will improve, and students will be prepared to succeed.

The multiple career pathways for classroom teachers provide additional opportunities for advancement through additional responsibilities. These additional responsibilities include an opportunity to participate in leadership roles such as serving on committees, participating in school site based committee, and participating with the district improvement committee. It also enables teachers to participate in district planning events and as an ambassador for the district at community functions.

Teachers will have the opportunity to expand their leadership and advance to a "lead teacher" role within the district. Lead teachers typically receive a stipend to compensate them for additional time and effort or for additional days of duty. Lead teachers are often those teachers who guide others in professional development (Trainer of Trainers), are a role model to others, allow other teachers to observe their classrooms on a regular basis and/or who enter novice teacher classrooms and demonstrate instructional techniques with the novice teacher's students.

Becoming a "master teacher" is another role of leadership for classroom teachers. Master teachers often help train (TOT) and observe new or struggling teachers. Many times master teachers are also given administrative duties of being a department chair or assessment specialist. They also frequently take a lead role in designing lessons to be more relevant for student centered instruction, while still remaining in the classroom and being a role model for others. The use of master teachers enables CISD to develop internal capacity by enabling teachers to help other teachers in data driven professional development needs and in increasing professional standards.

Instructional coaches are peer teachers, however they differ from master teachers in that they no longer have full time classroom duties. Instructional coaches must have the ability to work well with adult learners, help others actively learn new knowledge, skills and perspectives, be able to understand others viewpoints without judgment, be an active listener, a reflective thinker, a role model, and possess organization, communication and management skills using best practices.

Instructional coaches spend much of their time observing other teachers and giving honest and constructive feedback that result in positive change of instructional practices. Instructional coaches are also instrumental in becoming part of the design team that collaborates on lessons and in guiding individualized professional development for teachers based on multiple observations.

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The Crockett ISD Educator Excellence Innovation Program allows for teachers to pursue a variety of positions throughout their careers (mentor, lead teacher, master teacher, instructional coach) depending upon their interests, abilities and accomplishments. This allows good teachers to advance professionally without necessarily having to leave the classroom. It also creates expert teacher leaders within CISD schools to provide support to other teachers. The content and pedagogical professional development delivered by teacher leaders to both other teachers and administrators is ongoing, job-embedded, collaborative, and student centered. This professional development is often delivered during common planning times, faculty meetings, and during other release time and formally scheduled staff in service. This method of ongoing professional growth for teachers focuses on identified needs based on instructional issues that teachers face with specific students. Teachers are able to use data to target areas of need in a timely manner, instead of waiting for months until a training opportunity is available. In addition, this model of professional development also decreases cost of travel and the loss of instructional time with students.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Statutory Requirement 9:** If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

No Waiver sought. Not Applicable.

**Statutory Requirement 10:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

No Waiver sought. Not Applicable.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Statutory Requirement 11:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**No Waiver sought. Not Applicable.**

**Statutory Requirement 12:** If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**No Waiver sought. Not Applicable.**

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**TEA Program Requirement 1:** Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD participated in a comprehensive self needs assessment concerning both the development and implementation of the CISD local educator excellence innovation plan. Crockett ISD is a small rural district in east Texas. It has a population of approximately 6,950 (US Census Bureau). Poverty within the community is pervasive with rates more double the rates of the State of Texas. Like many rural communities, high poverty is accompanied by limited employment opportunities and poor overall educational attainment (only 37% of females and 36% of males have obtained a high school diploma). Approximately 46.5% of students are considered high risk and 85% qualify for free or reduced lunch. All schools within the district are eligible for Title I and classified as high need. In comparison to statewide averages, academic achievement of Crockett ISD students is considerably lower. Findings in the district and campus improvement plans, needs assessment, and additional assessments required for the low performing schools in the district, indicate that critical needs are present on each campus. Parental engagement is imperative to student success yet it is hampered by cultural and language barriers. CISD strives to mitigate these barriers by being cognizant of them during the recruitment/hiring process and by building community collaboration.

The sheer enormity of the economic need in the district prevents the implementation of the Educator Excellence Plan activities without grant funding. Crockett Elementary and Crockett High School are both labeled as a Focus School (ID based on being a Title I school ranked by the widest gaps between reading and math performance of federal student groups - African American, White, Hispanic, English Language Learners (ELL), Special education, Economically Disadvantage and All Student Group). The comprehensive needs assessment indicated a lack of training for principals in hiring and retaining personnel. In addition, the staff of the district does not "look" like the student population. It is necessary to have grant funds to train principals in better hiring techniques. This would include expending funds that the district cannot afford on its own to recruit teachers who are culturally and linguistically similar to the student population.

Further evidence that the Crockett ISD plan cannot be implemented except for having access to grant funds is based on district budget data and the inability to proceed without significant funding. Currently mentors are assigned to all new teachers in the district, however, no compensation is allocated to this activity due to budget constraints. Without adequate funding, all mentor/mentee time is based on voluntary participation. This often leads to limited quality collaboration. A 2009 study analyzed school district and teacher characteristics that may be associated with teacher turnover in Texas school districts. The results of the study indicate a clean link between teacher salaries and teacher turnover rates for Texas school districts. In districts where the average teacher salary was high, turnover rates were lower. The outcomes of this study are similar to other research which found that salary is a major driver of high teacher turnover rates. Crockett ISD salaries are below both the state and national averages. The rural nature of the town offers limited housing and transportation for new teachers. Salaries for teachers with 1-5 years of experience is \$34,232 as compared to state averages of \$41,272. Teachers with 6-10 years of experience earn \$37,985 compared to state average of \$44,013. Given the discrepancy of teacher salaries with neighboring districts and the state average, most of CISD's budget is geared toward decreasing this gap to make the district more competitive on the employment market. CISD spends approximately \$4,961 per student for academic programs. The state of Texas average spending per student is \$8,400. Nationally, Texas is 41<sup>st</sup> in spending per student with the national average being \$11,455 (Texas ISD.com). These numbers compared to the national average are worse than they look at first glance because nationally spending per student has increased by \$308 per child over the past three years and Texas spending per student has DECREASED from \$9,462 to \$8,400. A difference of \$1,062 less per child. Given the extraordinarily high percentage of students living in poverty, Crockett ISD does not have the financial resources to launch this initiative without outside monetary support. Priorities where the district has been working include preparing students for college and careers. Fewer than half (42%) of Crockett ISD students are prepared for college in both English and Mathematics. Recruiting, hiring, and retaining effective teachers is needed to assist in increasing this percentage. Crockett ISD scores on both the SAT and ACT are below state and national averages. Experience helps to increase a teachers effectiveness in the classroom, which in turn increases student achievement. Crockett ISD has an above average number of beginning teachers, 14%, compared to the state average of 6.0 %. Three campuses in Crockett ISD have a state accountability rating of IMPROVEMENT REQUIRED (Crockett Elementary, Early Childhood, and Pineywoods). All of these indicators lead to the fact that Crockett ISD is in great need of intervention to increase teacher effectiveness and retention, to establish an environment that promotes and demands collaboration among teachers, and an increase of student performance. These initiatives need to be supported with outside funding sources to be available.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**TEA Program Requirement 2:** Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Date	Activity
April 2014	Selection of Program Coordinator
April 2014	Expand recruiting network
April 2014	Interview and Hire new teachers for Crockett Intermediate
April 2014	Purchase supplies needed for program staff
May 2014	Purchase and train on MAP
May 2014	Evaluation and identification of possible mentors
May 2014	Schedule 1 <sup>st</sup> training on recruitment and hiring for administrators
May 2014	Evaluation and hiring of possible Instructional coaches
May 2014	Begin hiring for CISD teacher positions
June 2014	Develop master schedules to include release time and common planning
June 2014	Develop spreadsheet for data
June 2014	Develop data collection instruments
June 2014	Training for instructional coaches
July 2014	Training of mentors
Aug 2014	New Teacher Orientation
Aug 2014	Matching of mentors and mentees
Aug 2014	Announce multiple career pathway opportunities
Aug 2014	Implement mentor activities
Aug 2014	Implement of district training and instructional coaching
Sept 2014	Implement embedded professional development
Sept 2014	Multiple observations
Sept 2014	Begin monthly principal training
Sept 2014	Monthly Data Collection begins
Sept 2014	Program staff meetings begin
Oct 2014	Investigate and schedule expanded recruitment
Nov 2014	Early notification announcement
Dec 2014	Early Hires begin if needed
Jan 2015	January report to Board of Trustees
May 2015	May report to Board of Trustees
June 2015	Analysis of data and annual report
June 2015	Identify, select and train mentors
Aug 2015	New teacher orientation
Aug 2015	Matching of mentors and mentees
Aug 2015	Announce multiple career pathway opportunities
Aug 2015	Implement mentor activities
Aug 2015	Implement instructional coaching
Sept 2015	Implement embedded professional development
Sept 2015	Multiple observations
Sept 2015	Begin monthly principal training
Sept 2015	Monthly Data Collection begins
Sept 2015	Program staff meetings begin
Oct 2015	Investigate and schedule expanded recruitment
Nov 2015	Early notification announcement
Dec 2015	Early Hires begin if needed
Jan 2016	Identify and select Lead and Master teachers
Jan 2016	January report to Board of Trustees
May 2016	May report to Board of Trustees
June 2016	Analysis of data and annual report

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD held public meeting focus groups for teachers, staff, parents, students, and the community so that meaningful input could be incorporated into grant applications dealing with professional development, teacher support, instructional coaching, and possible changes to evaluation methodology. Principals from each campus met with the grant department staff to receive information and give input directly. Teacher leaders participated in planning and had an opportunity to give input. Notice of the meetings was delivered through the Crockett ISD electronic emails to and from staff members, and through public service advertisements. The focus groups discussed the needs of the district, students, families, teachers and the community as outlined in the district's Strategic Plan. Furthermore, the goals and objectives of the strategic plan, as well as the district and campus improvement plans, steered the conversation about prioritizing activities and projects associated with the grant application. Informal communication and results from district wide surveys were used in making final determinations for grant activities. Stakeholders also had the opportunity to give feedback and input through the use of surveys.

After data from the focus groups was compiled and analyzed, the Executive grant team met and evaluated which elements presented would have the greatest impact on (1) student achievement; (2) recruitment and retention of highly effective teachers and principals; and (3) advancing the professional growth of all staff through a collaborative process while implementing a student centered learning environment. All activities and programs suggested through the focus groups were vetted by the Administrative Cabinet and other Cisd employees.

A summary meeting concerning the final proposal of specific grant elements was also held. Crockett ISD believes that the long term success of any program begins with a strong foundation of involvement and support from teachers, staff, administrators, parents, students, and community members.

**TEA Program Requirement 4:** Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Crockett ISD Educator Excellence Innovation Program will be a district wide initiative.

Per the comprehensive needs assessment, all campuses are in need of the services being offered in the Cisd program. All training and preparation for the identification, recruitment and hiring of new teachers within the district will be extended to all senior campus administrators and district administrators. Induction services and training for new teachers, including mentoring and instructional coaching will be implemented at all campuses.

Academic coaching will be implemented at all campuses for all teachers. Release time in the form of common planning periods will be instituted on all campuses. Classroom observations by trained peer teachers and administrators will occur throughout the district, as well as an expanded evaluation procedure.

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